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ABSTRACT

This study sought to determine whether or not there was a significant difference in the achievement of 11th grade U.S. History students learning from sound filmstrips and students learning from the same sound filmstrips in videotape format. Four 11th grade U.S. History classes were examined. Each section was administered a pretest consisting of 20 multiple choice questions to record knowledge preceding viewing. Two sections viewed three different sound filmstrips (on the West, the labor movement, and the populist movement) and the other two sections viewed the same filmstrips in videotape format. The same test was administered as a posttest to record any changes in knowledge. Results indicate that students in the usual classroom environment learn more effectively from filmstrips than from filmstrips on video. The fact that standard video equipment presents a smaller image than the filmstrip medium may account for part of the difference observed. Other factors which might have contributed to the observed difference include students' expectations and viewing behavior for the two media formats. Given that producers charge 30% more for filmstrips on video than for the conventional format, the results indicate that filmstrips on video are a less effective use of instructional materials funds. Pre- and posttests are appended. (19 references) (GL)

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THE EFFECT OF FILMSTRIPS AND FILMSTRIPS-ON-VIDEO ON THE ACHIEVEMENT OF ELEVENTH GRADE STUDENTS IN A U.S. HISTORY CLASS

by

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APPROVAL PAGE

Field-Based Research

Director Ronald E. Goldenberg Date Dec. 30, 1988

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CHAPTER ONE

The Nature and Purpose of the Investigation

Introduction

Technology is a way of life for today's high school students. Sesame Street, ABC After School Specials, and MTV reflect the television appeal for all levels of student viewers. Students expect classroom learning to come to life in the same way that it does on prime time TV, and teachers in today's classrooms have a variety of resources available to them through the library/media programs.

Much attention has recently been focused on outcome-based education and student achievement. Improved student achievement levels are being demanded by teachers, parents, and students, at local, state, and national levels. The question of whether to use media to bring the classroom to life was settled long ago. Selection of the most effective media is still being studied, and is the focus of research in this area.

Important decisions regarding the most effective use of funds

for enhancing the learning process are necessary in order to achieve the educational outcomes desired. To make effective software and hardware purchase decisions, administrators and library/media specialists must know the relationship of various teaching media to student achievement.

Need for Study

Educational media has been used since man desired knowledge. In its earlier forms, it might have included the drawing on a cave wall or toy tools to teach children tool making. Today it includes laser discs and microtechnology. But, the evolution of educational software and hardware collections has been erratic. The key factor in the erratic growth of media collections has been funding.

The majority of the instructional media collection in the high school investigated would be considered small media. These media do not require a large investment of money to acquire and utilize. Transparencies, sound filmstrips, sound slides, charts, and audio recordings are included in the small media category. In the last several years, a great deal of big media have been purchased. Videotape recordings are included in this category because of the

large investment of money needed for equipment to play these tapes.

Producers of audiovisual software have tried to meet the increased demand for videotape materials in a variety of ways. Some producers have created new programs which are available only on videotape. Other producers have sound filmstrips available in the traditional sound filmstrip format and in videotape format. Sound filmstrip material in videotape format often costs 30% more than the traditional sound filmstrip format. The decision on whether to buy the videotape format will depend on many factors. The effect on achievement is an important factor to be considered.

This study has the potential for providing administrators and library/media specialists with information regarding the educational value of sound filmstrip collections already owned and implications for the future selection of audio visual software and hardware.

Purpose of the Study

The purpose of this study was to determine if there is any significant difference in the achievement of eleventh grade U.S. History students learning from sound filmstrips and the achievement

of eleventh grade U.S. History students learning from the same sound filmstrips in videotape format.

Delimitations

The group that was investigated consisted of a control group and an experimental group of eleventh grade U.S. History students who attended a high school with a 1988-89 school year enrollment of 689 students in grades 9-12. The eleventh grade class consisted of 179 students. There were four sections of U.S. History into which eleventh grade students were randomly assigned.

The high school investigated in this report is located in western Washtenaw County, in the state of Michigan. The community is in close proximity to the University of Michigan and Ann Arbor, but retains a semi-rural profile. The population is middle to upper class and has a minority population of 3.5 percent.

Theoretical Framework

Basic assumptions. First, it is assumed that all sections of U.S. History students in this investigation are comparable, and this a result of random student placement. Second, it is assumed that the

number of students in each group is sufficiently large so that a statistically significant comparison can be made.

Definitions.

For the purpose of this research, the following definitions will be used:

1. Sound Filmstrip: A strip of 35mm film carrying a sequence of positive photographic images projected or individually viewed and presented with an audio track on cassette or disc.

2. Videotape: Special magnetic tape on which video signals or television signals are recorded.

3. Filmstrip-on-Video: A sound filmstrip produced in videotape format.

4. Big Media: Expensive media such as sound films and computer -assisted instruction.

5. Little Media: Lower priced media such as slides, filmstrips, and sound filmstrips.

Specific Question

The investigator believes that students learn as effectively from sound filmstrips as from filmstrips-on-video. The resultant null hypothesis of this study is stated thusly: There will be no

significant difference in the achievement of eleventh grade U.S. History students learning from sound filmstrips and the achievement of the eleventh grade U.S. History students learning from the same filmstrips on videotape.

Statement of Procedures

The investigator identified four eleventh grade U.S. History sections. Each section was administered a pretest to record knowledge preceding viewing. The same test was administered following the viewing to assess any changes in knowledge. Two sections viewed sound filmstrips using three different titles. The other two sections viewed the same filmstrips in videotape format using the same three titles. The three titles viewed were on different U.S. History topics in the selected section format. Scores on the pretests and post tests were calculated and analyzed by type of media viewed. Statistical tests were used to determine the significance of the data.

CHAPTER TWO

Review of Literature

For many years, audiovisual materials have been a mainstay in the social studies instructional process. The sound filmstrip has been the leader of these materials until the last several years. Now, video materials are threatening to push aside the sound filmstrip. Some audiovisual software producers have responded by producing sound filmstrips in a video tape format. Although the video tape format of the sound filmstrip is often high in price, the only difference is that the material must be used with higher priced equipment.

Much of the research on media use in the instructional process can be divided into five periods. The first period began at approximately the time that Thomas Edison said (in Saettler, 1968, p.98), "Books will soon be obsolete. Scholars will soon be instructed through the eye. It is possible to teach every branch of human knowledge with the motion picture. Our school system will be

completely changed in ten years." This time, from 1913 to 1941, saw the first media journals, media research, and media organizations forming. This was the beginning of the media field of study.

As the media field of study grew, so too did the amount of research in the field. The beginning of the period 1941 to 1958 consisted of the evaluation of military training materials and their effectiveness as compared to traditional instructional methods. Both film and television were studied by the military. Craig (1956) conducted a study of 124 students aged nine through fifteen. In a comparison of a control group viewing sound films on a variety of informational topics and an experimental group viewing the films and hearing the teacher read the narration, the teacher reading the narration was most effective.

Important federal legislation was passed in 1958, and the third period of media use in the instructional process was begun. This period from 1958 to 1968 included research on learning by B.F. Skinner. The clear instructional objectives found in most of the media complimented Skinner's philosophy. Travers (1967) supported the idea that single-channel communication, i.e. communication using only auditory or visual processing in the brain,

is more effective than multi-channel communication in media instruction. Severin (1967) discounted this research finding that the effectiveness of the multi-channel communication was related to the relevance of the visual to the audio communication of the medium. Chu and Schramm (1968) determined that if film and television are used in the same manner in the instructional process, there will be no difference in student learning.

Much of the research on the smaller media was done in the 1960's. Popham (1961) used tape recordings, compared them to lectures, and found no significant difference in the two mediums. Stein (1959) used film loops in the instruction of typewriting. Those students with access to the film loops learned significantly faster than those students without access. Dworkin and Holden (1960) found there was no significant difference between graduate students who saw filmstrips with tape recording and those taught without the filmstrips with tape recordings.

Schramm (1977) cites research comparing two or more media prior to 1960, by Grosslight and McIntyre (1955). In this study there was no significant difference between students taught Russian vocabulary with the use of films and with the use of slides. Also in

Schramm (1977), Kale (1953) and Grosslight and McIntyre (1955) are cited, with findings that there was greater achievement with silent films than with sound films. For the purpose of this research study, the most signifcant research was McBeath and Finn (1961). In this study, the captioned filmstrip, captioned filmstrip with narration, sound filmstrip and filmograph (photographed still pictures on motion picture film) were compared. The hypothesis that the filmograph is the most effective medium was disproved.

From 1968 to 1977 the research of educational media flourished. Much of the research consisted of instructional television and newer technologies. As media equipment and systems emerged, educators barely learned how to use them and another appeared. Today, small rural schools have not kept pace with the technological evolution of instructional materials collections. Gagne (1965) reports that, "most instructional functions can be performed by most media, and no single medium is likely to have properites that make it best for all purposes." In addition, there is no general learning superiority from "big" media over "little" media according to an article appearing in Instructional Technology Report (1974).

A recent study of third grade students conducted by Carey and

Hannafin (1981) revealed that students learned as much from pictures or hearing a short story, but learned most from seeing and hearing the short story. So, the debate continues. Which medium is most effective? Is it cost effective to invest in big media when most studies reveal no signicant difference in achievement between students learning from big and little media?

Summary

A review of literature revealed that the results of the media research, Wilkinson (1980), are inconclusive for a variety of reasons. Research design may have been inadequate. Measuring instruments may not have been sensitive enough. There may have been too many variables or students may have compensated for improved instruction through media by reducing their personal instructional expectations. Methodology may not have been adequate for comparing two media. For example, McBeath and Finn (1961) studied the effects of the filmograph on student achievement. The filmograph closely matches the filmstrip-on-video of today's media market. Still, none of the current research has sought to examine the relationship between the filmstrip and the filmstrip-on -video and

its impact on student achievement. The research presented in this study provides specific information for those making decisions relating to the effective use of funds for purchasing audio visual software and hardware.

CHAPTER THREE

Methodology, Presentation, and Analysis of the Data

Methodology

The investigator identified four eleventh grade U.S. History sections. Each section consisted of 20 or more students. A pretest consisting of twenty multiple choice questions was given to students before viewing the filmstrip or filmstrip-on-video. The same test was administered after viewing the filmstrip or filmstrip-on-video. Students were exposed to three different topics in U.S. History: the West, the labor movement, and the populist movement. Filmstrips and filmstrips-on-video were requested from two different producers for preview. The investigator took care that the questions on the test did not cue each other, and that none of the four possible choices in each question was obviously correct or incorrect. The study was conducted within the usual classroom atmosphere. The classroom teacher used the research material as a part of a unit of study. Students marked a machine scored test response sheet with

a soft pencil. Scoring was accomplished by a "scantron machine" to assure accuracy.

Presentation of Data

The four classrooms were formed into two groups: (1) the control group, which viewed the three filmstrips; and (2) the experimental group, which viewed the three filmstrips-on-video. Table 1 presents class size data.

Table 1

Population Size

Group	n	% of Total
Control	157	53
Experimental	138	47

A mean score for the pretests and the standard deviation was

computed for each group. The mean score for the post tests and the standard deviation were also computed. Finally, the mean gain (the difference between pretest and post test scores) and standard deviations were computed for each group. On the pretest, the control group scored .22 points higher than the experimental group. Similarly, the control group scored 1.31 points higher than the experimental group on the post test. The control group gained an average of 1.11 more points than the experimental group on the post test. These data are reported in Table 2.

Table 2

Mean Pretest, Post test, Gain and Standard Deviations

Group	n	$\bar{x}$	SD
Pretest Control	157	8.00	2.49
Pretest Experimental	138	7.78	2.43
Post test Control	157	13.46	3.81

(table continues)

Group	n	$\bar{x}$	SD
Post test Experimental	138	12.15	3.59
Gain Control	157	5.46	3.54
Gain Experimental	138	4.35	3.30

Analysis of Data

An analysis of the means, using a two-tailed t-test for unmatched groups, resulted in t scores of +.78 on the pretests (289 degrees of freedom), +3.05 on the post tests (291 degrees of freedom) and +2.77 on the gain (291 degrees of freedom). These t scores indicate no significant difference between the pretest scores of the control and experimental groups. However, a significant difference in post test scores between the control and experimental groups at the .01 level was discovered. Finally, there was a significant difference in the mean gain (difference between pretest and post test scores) of the control and experimental groups to the

.01 level.

This analysis results in the rejection of the null hypothesis since students who viewed filmstrips scored significantly higher on post tests than did students who viewed filmstrips-on-video. These figures are reported in Table 3.

Table 3

Twosample T for Pretest, Post test and Gain

Group	t score	A	DF
Pretest	.78	.05	289
Post test	3.05	.01	291
Gain	2.77	.01	291

CHAPTER FOUR

Conclusions and Recommendations

Conclusions

Based on the data presented, a number of conclusions have been reached. First, students learn more effectively from filmstrips than from filmstrips-on-video in the usual classroom environment. Several factors should be considered when discussing this conclusion. The standard video equipment available in most classrooms is a 26" monitor on a 54" stand. Filmstrips-on-video present a smaller image than the filmstrip projected on a screen. If classrooms were supplied with large screen video, the investigator believes the results might be the same for both formats.

Second, students may have preconceived expectations of different mediums. Students may expect television to contain action and rapid pacing. Conversely, students may expect the filmstrip to contain still photography and controlled pacing. The television viewing behavior

of students may be less task-oriented than is the filmstrip viewing behavior of these same students, due to the educational expecations of the classroom setting.

Finally, the filmstrips-on-video are a less effective use of instructional materials funds unless video equipment is already more abundant than filmstrip projectors. Producers frequently charge 30% more for the filmstrips-on-video than for the same material on filmstrip. At present, many schools have more filmstrip projectors than video equipment.

Recommendations

This study leads the researcher to recommend that like studies be conducted with other populations and additional subject areas. The conclusions reached in this study apply only to the students presented with the materials under the conditions of this study. Repetition with a different group of subjects might result in different conclusions. In addition, this is a new area of media research. Filmstrip is an older technology, but the filmstrip-on-video is a new format of that same technology. Since many schools already have a large investment in filmstrips, there is a continued need for

studies of the effectiveness of this technology.

Based on the results of this study, the researcher also recommends that administrators and library/media specialists, responsible for selecting and/or purchasing instructional materials, consider outcomes in student achievement versus the cost of the materials and equipment.

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PRETEST/ POST TEST
U.S. HISTORY
THE AMERICAN WEST

1. In 1800 the West was:
   A. the lands west of the Mississippi
   (B.) Ohio, Kentucky, Tennessee
   C. California, Oregon, Washington
   D. Texas and New Mexico

2. In exploring the Louisiana territory, Lewis and Clark not only discovered valuable natural resources but also:
   A. French settlements
   B. the Plains Indians
   C. gold
   (D.) a water route all the way to the west coast

3. Manifest Destiny reflected the idea that:
   (A.) God intended the United States to stretch from the Atlantic to the Pacific
   B. the Plains were suitable for farming
   C. the Indians had a legal claim to the Plains
   D. life on the Plains would be difficult

4. Territory was acquired from Mexico by:
   A. negotiations
   B. buying it
   (C.) war
   D. treaties

5. A week of stream mining usually produced enough gold to:
   (A.) buy less than a week's worth of supplies
   B. buy a month's worth of supplies
   C. buy six month's worth of supplies
   D. buy over a year's worth of supplies

6. How many longhorns lived in the west at the beginning of the cattle era?
   A. 100,000
   B. 400,000
   C. 1,000,000
   (D.) 4,000,000
   E. 100,000,000

7. What was the law on the open range?
   A. the cowboy
   (B.) the six-gun
   C. the federal marshall
   D. the gunslinger

8. A maverick was:
   A. an easterner pretending to be a cowboy
   B. a hired gun
   C. a gambler
   (D.) cattle that did not belong to a particular herd

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9. The cattle industry reached its peak in the:
   A. 1860s
   B. 1870s
   C. 1880s
   D. 1890s

10. How long did it take to build Guthrie, Oklahoma?
   A. 1 day
   B. 3 days
   C. 1 week
   D. 2 weeks

11. The census of 1890 confirmed that:
   A. there were no more vast areas of unclaimed land
   B. the cowboy era was over
   C. the western frontier would not last much longer
   D. the west was as populated as the east

12. In 1893, Frederick Jackson Turner said the era of expansion across the American frontier:
   A. had happened too quickly
   B. was done at the expense of the Indians
   C. had shaped the character of the American people
   D. was proof of the dream of Manifest Destiny

13. Once on the prairie, homesteaders quickly realized survival depended upon:
   A. peace with the Indians
   B. cooperation
   C. individual strength
   D. Manifest Destiny

14. What was considered to be a civilizing influence on the frontier?
   A. schools
   B. churches
   C. families
   D. towns

15. Why did white men kill buffalo?
   A. for sport
   B. to drive out the Indians
   C. to make the Plains safe for settlement
   D. to sell hides for a quick profit

16. How many buffalo were killed on the southern plains in two years?
   A. 10,000
   B. 100,000
   C. 1,000,000
   D. 100,000,000

17. Which of the following legends of the west actually eked out a living hunting and farming?
   A. Daniel Boone
   B. Davey Crockett
   C. Kit Carson
   D. Billy the Kid

18. Many of the first women in the west were:
    A. saloon entertainers
    B. schoolmarms
    C. missionaries
    D. homesteaders

19. One of the most remarkable women of the west, a freed slave who campaigned for women's rights was:
    A. Annie Lease
    B. Abigail Dunlway
    C. Sojourner Truth
    D. Martha Canary

20. Which of the following was not a job likely held by Calamity Jane?
    A. rancher
    B. pony express rider
    C. prospector
    D. gunslinger
    E. army scout

PRETEST/POST TEST

U.S. HISTORY

THE GROWTH OF THE LABOR MOVEMENT

51. The working conditions in early America were:
   A. short hours and personal atmosphere
   B. impersonal and long hours
   C. unprofitable for owner
   D. good for the worker's health

52. "Craft unions" are:
   A. unions combining several crafts
   B. unions composed of only crafty people
   C. unions composed of workers doing different jobs
   D. unions composed of workers all doing the same job

53. Early unions demanded:
   A. more vacations and sick days
   B. the right to strike
   C. better working conditions and higher wages
   D. the right to have meetings at the company

54. Employers made strikes less effective because they:
   A. hired new immigrants to replace strikers
   B. outlawed strikes
   C. tricked union members into crossing picket lines
   D. caused violence among the workers

55. In 1886, the most successful early union was formed. It was the:
   A. National Labor Organization (NLO)
   B. Congress of Industrial Organization (CIO)
   C. American Federation of Labor (AFL)
   D. American Industrial Organization (AIO)

56. The first president of the union founded in 1886 was:
   A. Jimmy Hoffa
   B. Samuel Gompers
   C. James Wagner
   D. George Meany

57. "Vertical unions":
   A. are craft unions
   B. require membership in the union
   C. have only mine workers in the union
   D. cut across craft lines

58. John L. Lewis formed the:
   A. United Mine Workers
   B. American Federation of Labor
   C. Congress of Industrial Organization
   D. National Labor Organization

59. Why did the CIO lose members during its early years?
   A. because of communist infiltration
   B. because the AFL took them to court
   C. because they wouldn't strike
   D. because people no longer wanted unions

60. Why did the AFL and CIO merge?
   A. to make more money for the union bosses
   B. to become more powerful
   C. because they had always agreed on everything
   D. so they didn't have to meet as often

61. In the formative years of unions, the attitude of the federal government was:
   A. to encourage union membership
   B. to get the AFL and CIO to agree to merge
   C. to take bribes from union bosses
   D. to stop actions on the grounds they were illegal

62. The Norris-LaGuardia Act of 1932:
   A. restricted the use of injunctions to stop a strike
   B. allowed the federal government to stop a strike
   C. allowed the government to negotiate deals
   D. outlawed union membership

63. In the early 1900's the attitude of the federal government toward unions was:
   A. unfavorable
   B. neutral
   C. disorganized
   D. favorable

64. The Wagner Act:
   A. guaranteed all workers the right to join a union of their choice.
   B. guaranteed regular union meetings
   C. guananteed all companies would start a union
   D. required everyone to join a union whether they wanted to or not

65. The NLRB (National Labor Relations Board):
   A. audits company finances
   B. has fifteen members that belong to unions
   C. investigates complaints of unfair labor practices
   d. works on passing new labor laws

66. The Taft-Hartley Act of 1947:
   A. limited the power of unions and protects employers
   B. increased union power
   C. protected union bosses
   D. limited the power of the president

67. "Closed shop" means:
   A. you don't have to join the union if you don't want to
   B. you have to belong to the union before you can get hired
   C. you can't be fired without just cause
   D. you have 30 days to join the union

68. The Taft Hartley Act gave the President of the United States the power to:
   A. call off a strike in a national emergency
   B. call a strike in a national emergency
   C. fire union bosses if they are corrupt
   D. call off all strikes in large industries

69. The most recent labor legislation, the Landrum-Griffin Act of 1959:
   A. is an amendment to the Constitution
   B. requires companies to file income tax
   C. is a "bill of rights" guarding against Communist infiltration and racketeering
   D. is a bill designed to stop public employee strikes

70. Who conducts union elections?
   A. AFL (American Federation of Labor)
   B. CIO (Congress of Industrial Organizations)
   C. NLRB (National Labor Relations Board)
   D. each separate union conducts their own

PRETEST/POST TEST
U.S. HISTORY
POPULISM

1. The 1890s were a difficult period for many Americans because:
   (A.) there was a severe depression
   B. the world was at war
   C. immigration was at a peak
   D. the federal government wanted to buy out the railroads

2. A reform era is a time when:
   A. religious groups are fighting for equality
   B. federal government is reorganizing
   C. the armed forces are being built up
   (D.) the most dominant concern is for social and political change

3. During the 1890s, the farmers were:
   A. producing food for other countries
   B. hiring migrant laborers
   (C.) experiencing falling prices for their products
   D. competing with big farms for business

4. The term "Gay Nineties" came from:
   (A.) the glittering parties of men such as J.P. Morgan
   B. the music of the times
   C. the dress of the times
   D. the happy feelings of the people at that time

5. The immmigrants came to America and found:
   A. a land of plenty once they learned the language
   (B.) low paying jobs and squalid living conditions
   C. they could work on the farms for good wages
   D. few jobs for their limited skills

6. By 1900 the foreign born population totalled:
   A. 10 thousand people
   (B.) 10 million people
   C. 1 million people
   D. 1 thousand people

7. In the 1890s the Populists wanted:
   A. more farmland to be opened up for purchase
   B. social security for the masses
   (C.) special rates on loans for farmers
   D. more control over their own businesses

8. Populist needs became public policy by:
   (A.) World War I
   B. World War II
   C. 1965
   D. 1905

9. Illinois factory inspections became law because:
   A. the consumers demanded inspections
   B. big business knew it would bring in more business with inspections
   C. government workers had relatives working in the factories
   D. Hull House kept touch with the needed reform movements in Chicago

10. In order to persuade Congress to set up a public works program:
   A. the unions had wildcat strikes
   B. lobbyists spent extra time in Washington D.C.
   C. Jacob Coxey and 100 men marched on Washington D.C.
   D. Jane Addams set up places like Hull House

11. The Homestead Strike was:
   A. a strike by iron and steelworkers that was unsuccessful
   B. ranchers striking out for new lands
   C. a strike by farm workers in the Midwest
   D. a strike by Indians wanting more reservation territory

12. The Populists were:
   A. government reformers
   B. rural reformers
   C. owners of large corporations
   D. factory reformers

13. The Populists were:
   A. right wing politicians
   B. lobbyists for the communist party
   C. turncoat democrats
   D. a third political party

14. Another name for the Populists was:
   A. Turncoats
   B. Silverites
   C. Wingers
   D. Gold Diggers

15. A Populist today is:
   A. a person who claims to speak for the common people
   B. a person who supports labor strikes
   C. a person who is popular through TV coverage
   D. a person who claims to support free enterprise and big business

16. William Jennings Bryan ran for President as a:
   A. Democrat and a Populist
   B. Republican
   C. Democrat and Republican
   D. Republican and Populist

17. McKinley won the presidency in 1896 because:
    A. there were no other good candidates
    B. there were three other candidates at that time
    C. he had the support of labor and the large corporations
    D. he had the support of two political parties

18. The main platform of the Populists was:
    A. more farmland for farmers
    B. fewer strikes by labor
    C. repeal of the Prohibition Law
    D. repeal of the gold standard

19. American farmers in the 1890s were:
    A. experiencing extremely good profits
    B. afraid for their future because banks were foreclosing on farm mortgages
    C. producing crops at a record rate
    D. using migrant labor to produce more crops

20. In 1894 the number of strikes called was:
    A. 500
    B. 100
    C. 1400
    D. 50